

Inspection of The Caterpillar Club

c/o Ferndown First School, Mountbatten Drive, FERNDOWN, Dorset BH22 9FB

Inspection date:

26 March 2025

Overall effectiveness

Outstanding

The quality of education

Outstanding

Behaviour and attitudes

Outstanding

Personal development

Outstanding

Leadership and management

Outstanding

Overall effectiveness at previous inspection

Good

What is it like to attend this early years setting?

The provision is outstanding

Children thrive and thoroughly enjoy their time in this highly inclusive and nurturing setting. They are eager to start their day upon arrival and immediately engage in a wide variety of interesting and stimulating activities. Staff are attentive and welcoming to children. Consequently, children build strong bonds, not just with their key person but with all staff. This helps children to feel safe and secure. The language-rich environment created by staff supports all children to acquire and use language, and they are excellent communicators. For example, staff use visual prompts consistently to help children who find verbal communication more difficult. Staff are great role models for children. Children show respect for the routines and for each other. Children play cooperatively with their peers and confidently ask for support from staff, when needed.

Children's behaviour is excellent. There is a strong focus on supporting children's emotional well-being. Staff provide ample opportunities to help children express and understand their emotions. For example, staff support children to put on their coats unaided and share how proud they are when they achieve this for themselves, and children beam with happiness. The provider organises a broad curriculum that is deeply embedded and effectively delivered by staff inside and outside. As a result, children are constantly engaged and completely immersed in their learning. Staff consistently build on and extend what children already know and can do. For example, staff plan regular, targeted, adult-led group activities for their own key groups of children. They skilfully support children to share their opinions and develop their critical thinking.

What does the early years setting do well and what does it need to do better?

- The curriculum intent is extremely clear and is carefully planned to support children to make the best possible progress. Assessment processes are robust and any gaps in children's learning are quickly identified. For example, staff come together for in-depth discussions and reflections to ensure children's needs and requirements are consistently met. They ensure the right support is implemented quickly, when needed.
- The setting provides staff with highly reflective supervision sessions and coaching. Mutually agreed objectives are set, which focus on staff's own professional development and on enhancing the provision for children. This means staff practice is of a consistently high quality and that children receive the best possible teaching and learning.
- The setting has high expectations of children, and children behave exceptionally well. Rare and minor conflicts between children are dealt with in a calm and nurturing manner. Children demonstrate a high level of empathy and kindness. For example, they apologise without being asked when they bump into visiting

adults by accident.

- Parents speak very highly of the setting. They praise the staff, who go 'above and beyond' to care for and educate their children. Parents particularly highlight the robustness of communication and feel well informed regarding their children's learning and development and how this can be supported at home. The setting works closely with families and other professionals to provide continuity of care.
- Children access the newly refurbished sensory area outdoors, experimenting with a range of resources and materials to develop their creativity. Staff encourage children to test their ideas and problem solve independently and with their peers. For example, children use the 'mixing truck' to make 'cement' to build a house, adding in sand and water at various stages. They demonstrate resilience and perseverance in achieving their goals.
- The setting demonstrates a positive focus on helping children to learn about the world around them. For example, families are invited in to share what they do and how they help those around them. The setting has had many visitors, such as firefighters, police, paramedics and librarians. Children demonstrate their learning from these visits in their role play.
- Staff demonstrate high levels of engagement with the children and have fun. Their commitment and enthusiasm for play provides children with a great sense of joy and pride in their achievements and prepares them well for later learning in school.
- Staff support and manage children's transition to school very effectively. For example, staff provide opportunities for children to explore school uniform and visit the school grounds to familiarise themselves with their new environment. This helps children to feel secure in taking the next step in their learning journey.

Safeguarding

The arrangements for safeguarding are effective.

There is an open and positive culture around safeguarding that puts children's interests first.

Setting details

Unique reference number	144322
Local authority	Dorset
Inspection number	10388594
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register
Day care type	Full day care
Age range of children at time of inspection	2 to 4
Total number of places	22
Number of children on roll	36
Name of registered person	The Caterpillar Club Committee
Registered person unique reference number	RP904826
Telephone number	01202 893272
Date of previous inspection	18 July 2019

Information about this early years setting

The Caterpillar Club opened in January 1997. The pre-school operates from a classroom in the grounds of Ferndown First School, in Dorset. It opens from 8.30am to 3.30pm, Monday to Friday, during term time only. The pre-school provides funded early education for two-, three- and four-year-old children. There are six members of staff including the manager. Of these, one holds a level 5 qualification, one holds a level 4 qualification, three hold a level 3 qualification and one has a level 2 qualification.

Information about this inspection

Inspector

Chris Langdon-Casey

Inspection activities

- The manager and inspector completed a learning walk together of all areas of the nursery and discussed the early years curriculum.
- The inspector talked to staff and children at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided, indoors and outdoors, and assessed the impact that this was having on the children's learning.
- The manager and inspector carried out a joint observation of a planned activity.
- Parents shared their views of the setting with the inspector.
- The inspector looked at relevant documentation and reviewed evidence of the suitability of staff working in the setting.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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